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CLIL: una opportunità

Questo numero di LANG MAG, la rivista del gruppo Pearson per l'aggiornamento degli insegnanti di lingua straniera, è interamente dedicato al CLIL, Content and Language Integrated Learning.

La Riforma della Scuola Superiore introdotta nel 2009 stabilisce che in tutti i Licei e gli Istituti Tecnici una delle materie curriculari debba essere insegnata in lingua inglese – negli IT – e in lingua inglese o in una seconda lingua comunitaria nei Licei. Una eccezione è rappresentata dai Licei linguistici, in cui l'insegnamento di una disciplina attraverso una lingua veicolare inizia già nella 3^a classe.

Questo insegnamento è affidato al docente di disciplina, che deve possedere competenze linguistiche di livello C1 secondo il Quadro Comune Europeo di Riferimento.

L'articolo introduttivo di Carmel Mary Coonan illustra che cosa questa novità comporti nella situazione attuale della Scuola Superiore: un'opportunità di accrescere le competenze interculturali, la dimensione europea, la percezione dell'equo valore dell'insegnamento disciplinare e linguistico, con la correlata possibilità di far trasmigrare stili didattici da una disciplina all'altra.

Senza contare la motivazione degli studenti, che utilizzano così la lingua straniera per scopi comunicativi autentici e non solo simulati.

L'articolo di Camilla Bianco e James Pearson-Jadwat approfondisce la valenza pedagogico-culturale del CLIL, e suggerisce indicazioni concrete per la realizzazione di un percorso CLIL, proponendo una unità di apprendimento di storia/cittadinanza e costituzione in lingua inglese (e possibili espansioni in lingua francese) sul periodo delle grandi rivoluzioni e delle grandi "Dichiarazioni".

L'articolo di Diane Pinkley riassume efficacemente i principi fondativi del CLIL, suggerendo gli approcci didattici più utili e esemplificando un'attività di scienze in lingua inglese, realizzata con studenti di lingua spagnola.

La redazione Pearson Lingue moderne, contattabile al sito www.langedizioni.com, è disponibile ad approfondire con i lettori di LANG MAG questo tema innovativo e denso di opportunità didattiche.

Anna Fresco
Direttore editoriale Lingue moderne
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IN CASO DI MANCATO RECAPITO INVIARE
AL CMP/CPO DI ROSERIO (MI),
PER LA RESTITUZIONE AL MITTENTE
PREVIO PAGAMENTO RESI

CLIL AND FOREIGN LANGUAGE MEDIUM INSTRUCTION

INPUT, OUTPUT, SYNERGY

BY CARMEL MARY COONAN



Foreign Language Medium Instruction

In Italy, foreign language medium instruction (henceforth FLMI) has been practiced on a small scale in a few mainstream high schools as ministerial projects since the early 1990s¹. However, interest in this form of foreign language education has spread rapidly to other sectors of mainstream schooling, encouraged by the support of FLMI by the Council of Europe and the European Commission as well as by the Law on School Autonomy 1999 (article 4, section 3). At the turn of the new century experiences of FLMI in Italy were numerous at all levels of school with a preference for the high² school and concentrated mainly in the northern regions.

The Reform of the Ordinamenti (2009) of the Italian high school stipulates that in all Licei and Istituti Tecnici a school subject will be taught through a foreign language in the final year of schooling. In the case of the Liceo linguistico, however, two foreign languages will be used as instructional languages,

the first introduced from 3rd and the second from 4th year. This means that, whereas in all the Licei and Istituti Tecnici FLMI will begin as from 2014/2015, for the Licei linguistici the innovation will be introduced beforehand, from 2012/2013. Whereas the Reform stipulates that the foreign language medium in the Istituti Tecnici is to be English, no such limitation exists for the Licei.

The Reform thus makes compulsory what was allowed, given certain conditions, **by the Law on School Autonomy**. Furthermore, the recent reform of initial teacher education (Decreto 10 September 2010, n. 249, Article 14) provides precise indications as to who is to teach in these FLM situations (the non-language subject teacher) and what their level of language competence is

to be (C1 according to the CEFR³). These are important indications as they provide points of reference for all future FLMI experiences which, so far, have not had any benchmarks against which to measure themselves or by which they could be evaluated. An awareness of what introducing a foreign language as a medium of instruction into the curriculum implies is fundamental, and what follows is mainly related to the situation of the secondary school⁴.

Content and Language Integrated Learning

The adoption of a *foreign* language as a medium of instruction impacts on teaching style and strategies as these have to guarantee not only the learning of the non-language subject but also the learning of the foreign language (which is one of the main reasons for implementing FLMI in the first place). This need is captured by the acronym CLIL, which stands for “Content and Language Integrated Learning” and which was introduced in the 1990s to refer to a “new generation” of models using the **foreign** language (as opposed to a **second** language) as a medium of instruction. They are called CLIL programmes and from the organizational and structural point of view have the following general characteristics:

BOTTOM UP: the use of a foreign language as a medium of instruction is introduced at the request of the

- 1 Liceo (classico) linguistico; Liceo a indirizzo internazionale; Liceo linguistico europeo.
- 2 With the term “high school” we refer only to the “scuola secondaria di secondo grado” (14-19 years of age).
- 3 *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*: www.coe.int/t/dg4/linguistic/cadre_en.asp
- 4 With the term “secondary school” we refer to both the “scuola secondaria di primo grado” and the “scuola secondaria di secondo grado”. The primary school has its own characteristics and problematic issues, which require separate treatment and for which the above arguments do not always easily apply.

families or is proposed by the school itself to enhance its educational and “international” profile. In the “traditional” models (“bilingual education” models⁵) the use of two medium languages is regulated by law (national or regional) and normally involves the whole school system (of the region concerned, e.g. Valle d’Aosta);

NARROW RANGE: in the situations of “bilingual education” or in the elite international schools, the weight of the weaker medium language is equal to, or even more than, the normal school language medium (cf. immersion education). This means that a broad-range of school subjects is taught through both languages. In the new CLIL models, however, the option is to teach a narrow-range (one to three subjects) through the foreign language. There is an imbalance therefore in the weight of both medium languages, with the weaker language being in a weaker position. This has obvious repercussions on possible language learning outcomes.

CONTENT AND CULTURE: in line with the indications of the European Commission, which sees in CLIL the opportunity for the promotion of multiculturalism and intercultural competence, CLIL represents an occasion to re-view normal subject matter and to introduce a cultural depth (a European dimension) to the school subject (e.g., the history syllabus is integrated to allow for a wider multicultural perspective on historical events).

BILINGUAL VIEW: unlike the situations of bilingual education where a school subject is normally taught **entirely** through the second language (thus it constitutes a monolingual teaching of the subject), in CLIL situations the option is to use a modular organization (very much the situation in Italy) which allows for a bilingual

teaching of the subject, e.g., a third of curriculum time is in the foreign language and two thirds in the normal school language. The ratio is not fixed and can change according to local needs or desires. Furthermore, the bilingual view underpins the idea that the two languages can be present **during** a CLIL module. In other words, the CLIL approach does not prohibit the presence of the two languages together but that, where they are co-present, their alternation should be regulated in a principled way, keeping in mind the fact that the amount of time detracted from the use of the foreign language has obvious repercussions on the possible foreign language learning outcomes.

However, the **main importance** of the acronym lies, in our view, in the attention it gives to the dual nature of FLMI programmes – **content and language** – indicating that **these two dimensions must be pursued as learning objectives**, the one through the other, in an *integrated* manner. Thus, CLIL implies that, alongside the content objectives, teachers also decline language objectives (e.g. productive skills, specialistic vocabulary, text competence, etc.). Teaching procedures are needed to ensure that this is possible for, unless provision is made, e.g. for writing and speaking activities, these skills will not be promoted and thus the objectives not met. With reference to the Italian context, this can mean a considerable degree of change for some situations on account of the gap that exists between what is required to guarantee the dual objectives in CLIL and the styles and strategies traditionally adopted for the teaching of the non-language subjects – style which does not take on board the language issue and which becomes more and more transmission-based or **ex-cathedra** the higher up the school system one goes and where, as a result, space for foreign language development is limited and subject matter learning is put at risk.

Input, output, synergy

CLIL tackles these issues. The learner is put in a situation where, whilst learning the foreign language, he can also learn the subject matter without

hindrance from the foreign language medium. This means that the teacher puts in place a series of strategies to ensure that this is possible. To explore the issues involved we take *three key factors: input, output, synergy*.

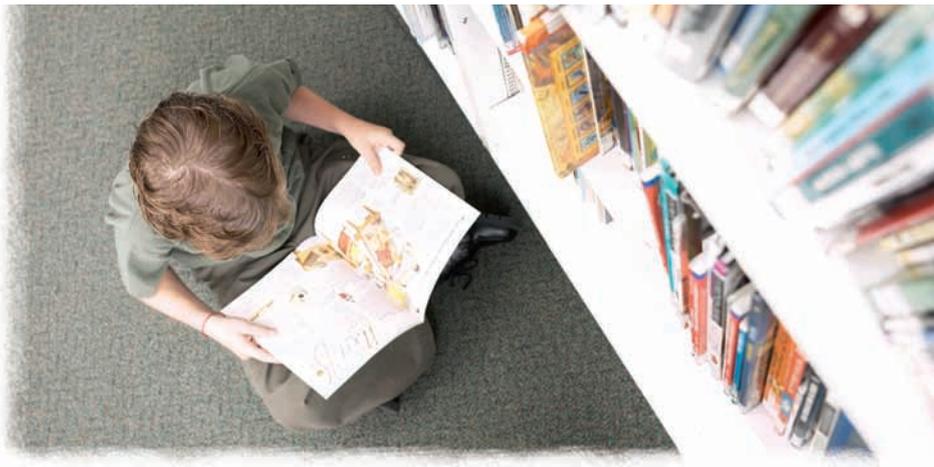
A. INPUT

Those who work in the field of foreign/second language teaching are aware of the importance of comprehensible input for language acquisition. According to Krashen (1987), the quantity (there must be lots) and the quality (it must be comprehensible) of linguistic input is a determining factor (along with the affective variables) in language development. The presence of FLMI programmes, running parallel to the normal foreign language teaching curriculum, allows the school to increase the number of hours of exposure to the foreign language. Mere exposure alone however cannot guarantee success in learning – the pupil may not understand the input and, as a result, not access the content or even acquire the language. Thus, a language-sensitive approach, as CLIL is, must underpin the way the FLMI programmes are run. So, as a response to the learners’ possible comprehension problems, to the difficulties that the language characteristics of the subject pose (genres, text types, lexis, ...) and to the demands that subject matter make on the learner, **input must be strategically managed**.

CLIL calls for greater, purposeful, attention to:

- **teacher oral input** (e.g., suitable tone of voice and voice volume; efficient use of redundancy strategies like paraphrase, repetition, clarification, reformulation; adequate use of non-verbal strategies such as gesture, diagrams, flow charts, etc.) to capture and sustain attention;
- **written input** (use of graphic organizers such as paragraphs and paragraph headings, underlining, fonts, images, glossaries, etc.) to guide and support access to the language and content;
- **teaching strategies** which are typically used for the teaching of foreign languages. With reference to input these could be: **pre-listening/reading** activities to activate required content and language schemata, to sensitize the pupils to the new

⁵ Diverse models of Bilingual Education, which use two languages as mediums of instruction, were established in Europe since the end of the Second World War mainly as a result of bilateral agreements in order to safeguard the language and culture of minorities or to create linguistic and cultural links with neighbouring countries. These models were essentially designed for second language situations.



content and to create expectations; *while listening/reading* activities that guide and support the task of comprehension; *post listening/reading* that consolidate comprehension and lead the learner through further learning activities of application, analysis, synthesis and evaluation. A glance at Italian high school text books (Coonan, 2007) shows that such listening/reading activities are limited in number and that numerous and varied activities for taking learning *beyond* the initial input are lacking, leaving one to deduce that the activities the pupils are mostly engaged in are listening and/or reading for comprehension and answering teachers questions to confirm comprehension. In conclusion, **the comprehensibility of the input is fundamental both for language learning and for content learning**. Strategies such as the above, that invest the teacher's ability to communicate and to teach, and the materials' efficacy in communicating the content, must be in place to ensure this.

B. OUTPUT

Apart from understanding how the teacher and the materials "communicate", the CLIL approach also requires knowing how the pupils "communicate", namely, in knowing the extent to which they (can) talk and/or write during the lessons. Why does the CLIL approach consider this an important feature to consider for FLMI programmes?

One of the routes for promoting language learning is not only through language exposure, but also through actually using the language.

In foreign language teaching, as far back as the Audio-lingual Method (1950s), the importance of the oral

practice of the language was recognized. Later the Communicative Approach, which established its roots in the Modern Languages Project of the Council of Europe in the 1970s, puts the promotion of meaningful communication as its main aim and a plethora of different formats capable of leading to this, especially at the oral production level, were designed. A more recent development is the task-based approach (Willis, 1996) that promotes multiple-skills development (reading, writing, listening and speaking) and where the activities or tasks carried out are not only meaningful (perceived as relevant by the learner) but also meaning-based (through the activities the learners communicate conceptual meaning related to specific topics). New ideas concerning classroom organization to facilitate interaction through pair work or group work were also introduced. The CLIL approach takes on board these indications as they allow for language use: **the language is used to learn (the content) and, at the same time, the pupils learn the language**. CLIL requires that the lecture-mode give way to more interactive teaching, that there be more pupil-pupil interactions and that, in order for learning to be more meaningful/relevant, learning become experiential and discovery based. The greater involvement of the pupils leads to greater in-depth processing of both the language and the content (Wolff, 1997).

Apart from the consideration that **in order to learn to speak the language, one must speak it** (the developments in the field of language teaching reflect this awareness), other considerations can be made about the relation of language output to

the development of the foreign language competence.

In the field of second language acquisition theory, "noticing" (Schmidt, 1993) is considered a prerequisite for language acquisition. In Krashen's "input hypothesis", noticing is an important element. He suggests that a rough tuning (1985) of the input (presenting input that more or less reflects the general level of language competence of the class) should be sufficient for those learners who are "ready" to notice forms and acquire them. According to Vanpatten (1993) however, individuals generally go for the meaning of the message; they attempt to grasp the general gist of the message and have few resources left to attend to the single language forms it contains. In FLMI programmes comprehension of content is all-important and without some focusing on form, there is the risk that the learner's language competence will not develop to the extent that would be expected. This is precisely what Swain and Lapkin's research in immersion education revealed (1982). Whilst some focusing on form can be carried out by the teacher during the lessons (without however transforming the lesson into a language lesson), there are other ways that forms can be made salient. Of these, the most important is the role of language *output*. Swain (1985) suggests that **input alone may not be sufficient for language development**. She hypothesizes that **output (speaking/writing) can play an important role for it forces the speaker/writer into syntactic processing** (you have to combine words together into a comprehensible message – something you are not obliged to do when merely listening). The act of encoding the message helps the learner to notice the holes in his own competence and, if in a situation of interaction, to notice the gap between his competence and that of his interlocutor. Thus, from the point of view of second language acquisition theory, language production is important for its contribution to language development.

In a FLMI situation, there is an added variable that relates output to language development – the use of the foreign language *in activities to learn the content*. The pupils activate thinking skills according to what the

learning activity requires them to do (*speculate, compare, evaluate, relate, associate, sequence, group, classify, define, deduce, select, explain, illustrate, transform, generalize,...*) and as the thinking skills are processed through the language (in input and output), the language competence that develops as a result reflects this. What is developed is a CALP competence (Cognitive Academic Language Proficiency) as opposed to merely a BICS competence (Basic Interpersonal Communicative Skills) (Cummins, cited in Baker, 1996, pp. 151-161). The language sensitive approach represented by CLIL considers this language-cognitive dimension of paramount importance for the quality of language competence it is capable of developing. It requires therefore that attention be paid to the types of activities the pupils are asked to carry out.

So **opportunities must be available for the pupils to actually produce the foreign language**. Research (Coonan, 2006; 2008) in CLIL lessons has shown that speaking activities are rare, except for the question and answer sort, and that the quantity

and quality of oral language production in the FLMI lesson is very limited (cf. also Krashen on this, 1998). An examination of the work produced by students enrolled on a post graduate CLIL course has shown also that writing activities are rare and where they exist, do not generally require the production of a complete text, asking instead that a text be completed (fill in the gap, complete, label).

As in the case of the teaching of foreign languages, in FLMI situations space for the productive skills lags behind that afforded the receptive skills. The CLIL approach requires that the situation be rectified.

C. SYNERGY

Language enhancement in the CLIL situations is created not only by the care given to the language element during the CLIL lesson but also through bridge-building with the foreign language teacher and his/her foreign language curriculum. Knowledge of the language characteristics of the school subject and of what the pupil will be required to do in order to learn the subject matter can allow for the identification

of language needs concerning the oral discourse types they will be in contact with, the written genres and text types they will meet and maybe have to produce, and the linguistic-cognitive structures involved. For example, while learning history they might have to read articles, text books, listen to documentaries with comments and analysis or they may have to make summaries or make presentations in which they will narrate, make comments and interpretations, provide explanations, present analyses, ...). Such activities bring into play the linguistic skills of answering questions, using discourse markers appropriately, organizing discourse in a coherent and cohesive way as well as the cognitive skills of explaining, analyzing, interpreting, arguing, hypothesizing, synthesizing which, in turn, imply using appropriate linguistic structures i.e. "to explain" (English): *because, which is why, since, due to, lead to, as a result of which*, etc. (cf. Beacco, 2009⁶ for a detailed example concerning History).

Bridges are built not only by identifying the needs of the students a priori but also by identifying needs as they appear in itinere. In both cases the language needs are included as part of the syllabus of the foreign language curriculum.

6 Consult the following site of the Council of Europe for a wealth of documentation pertaining to the project "Languages for Schooling": www.coe.int/t/dg4/linguistic/Schoollang_EN.asp

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DALLA TEORIA ALLA PRATICA

UNA PROPOSTA OPERATIVA CLIL

DI CAMILLA BIANCO, JAMES PEARSON-JADWAT

Premessa

L'introduzione del CLIL nella scuola italiana trova la propria ragion d'essere nel suo spessore pluridimensionale che gli consente, a pieno titolo, di cavalcare l'onda di una riforma che, prima ancora di essere una riforma scolastica, è una riforma del pensiero.

Ritengo utile, prima di presentarne un'applicazione didattica, scindere il CLIL dalla sua lettura "politica" e liberarlo dalla zavorra delle interpretazioni ideologiche e dai pregiudizi.

Il CLIL non è un'imposizione immotivata: la sua origine non è

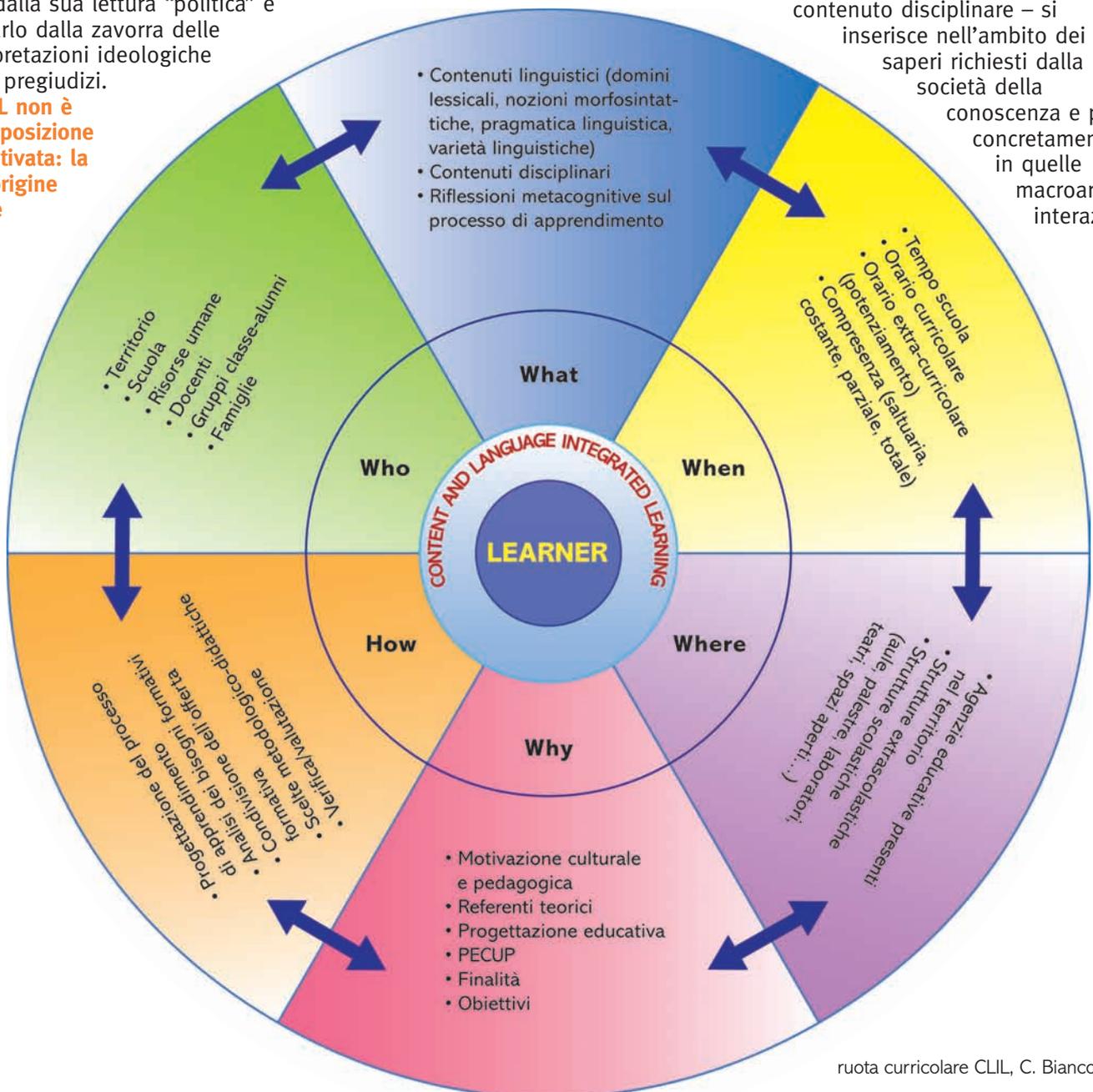
normativa, ma pedagogica e culturale.

Esso non comporta una riduzione quanti-qualitativa dell'insegnamento linguistico e/o disciplinare; non rallenta l'apprendimento, né interferisce sui suoi piani linguistici e contenutistici; non è prerogativa degli alunni più preparati.

Il CLIL è sinonimo di arricchimento dell'offerta

formativa, è potenziamento dei processi di apprendimento, è facilitatore della consapevolezza metalinguistica e metacognitiva. Il CLIL è una proposta di pensiero nuovo, un cammino di lavoro intellettuale e un percorso di crescita cognitiva, linguistica e personale da offrire a ogni alunno.

In sintesi, il CLIL – non mortificabile sul piano culturale né riducibile ad una mera traduzione di testi di contenuto disciplinare – si inserisce nell'ambito dei saperi richiesti dalla società della conoscenza e più concretamente in quelle macroaree di interazione



ruota curricolare CLIL, C. Bianco 2011

con le competenze individuate dalla U.E. e le istanze di Morin.¹

- *Lingue straniere*: l'apprendimento in/tramite L2 arricchisce il bagaglio lessicale, potenzia la competenza linguistico-comunicativa e la capacità di destrutturare e ristrutturare i testi e il pensiero a essi sotteso.
- *Integrare discipline e saperi*: l'incontro di più mondi disciplinari potenzia la crescita culturale e ne affina la sensibilità. Le discipline sono ambiti di conoscenza aperti che consentono la ricomposizione e la riorganizzazione degli schemi cognitivi e quindi della conoscenza.
- *Contestualizzare e sapere come è fatta la conoscenza*: l'integrazione di concetti e metodi pluridisciplinari consente di mettere in relazione le conoscenze e riflettere in modo critico e costruttivo su di esse.
- *Competenze sociali*: l'incontro fra gli ambiti disciplinari diversi si concretizza in un ambiente didattico di apprendimento integrato e cooperativo.
- *Tecnologie dell'informazione*: i percorsi formativi, di ricerca e di approfondimento sono progettati e realizzati avvalendosi di tecniche mediali e multimediali.

Come progettare e realizzare un percorso di apprendimento CLIL

La progettazione e la realizzazione in classe di un percorso di apprendimento CLIL, qualunque sia la polidisciplinarietà di riferimento, vanno contestualizzate all'interno della macro-progettazione di un'istituzione scolastica; con essa infatti il percorso deve interagire sia sul piano del partenariato educativo con le famiglie, sia sul piano dell'individuazione dei bisogni formativi, delle competenze da sviluppare e delle *performances* da valutare.

1 *La testa ben fatta. Riforma dell'insegnamento e riforma del pensiero*, Milano, Cortina Editore, 2000; *I sette saperi necessari all'educazione del futuro*, Milano, Cortina Editore, 2001

2 "Cognitive Approaches to Instructional Design": D.H. Jonassen et. al. (1993), from *The ASTD Handbook of Instructional Technology*, G.M. Piskurich (Ed.), New York, McGraw-Hill.

La progettazione CLIL può essere visualizzata con una "ruota curricolare", la cui struttura consente più facilmente, nonché visivamente, di comprendere la circolarità dei processi sottesi al modello di apprendimento proposto, nonché di sottolineare l'interdipendenza di ciascun elemento dal precedente e dal successivo.

CLIL: quale apprendimento?

Il CLIL, nella sua progettualità didattico-educativa, è *learner-centred* e consente la costruzione di nuove conoscenze a un alunno dinamicamente immerso in esperienze plurime di apprendimento e in contesti complessi, caratterizzati da una ricca varietà di opportunità, stimoli e risorse.

Ciò è perfettamente in linea con la scuola della riforma che, ricordiamo, chiede a noi docenti di attuare il passaggio dalla linearità e pura sequenzialità della programmazione per obiettivi (tipica di un modello conservatore di insegnamento), alla reticolarità di una nuova didattica, incentrata sulla programmazione e valutazione per competenze. Sono proprio le competenze chiave di cittadinanza e le competenze di base degli assi culturali (asse dei linguaggi, asse matematico, asse storico-sociale e asse scientifico-tecnologico) la nuova guida alla progettazione dei percorsi di apprendimento, ancor più se si tratta di apprendimento CLIL.

L'accorpamento pluridisciplinare per asse, "storicamente" preceduto dall'accorpamento in ambiti disciplinari (Riforma della Scuola Elementare del 1985), intende sostituire nella scuola superiore la tradizionale settorialità delle discipline con la dimensione olistica e reticolare dei saperi. Saperi non più trasmessi ma costruiti, integrati, coniugati e vissuti esistenzialmente come una struttura di fondo, un telaio su cui disegnare e articolare la trama delle conoscenze disciplinari, delle abilità e dei comportamenti cognitivi.

L'apprendimento CLIL, nella sua specificità e complessità, è un *meaningful learning*² e, in quanto tale, esso è: **attivo** (il *learner* è reso responsabile dei propri risultati); **costruttivo** (il *learner* apprende

A PERFECT CLASSROOM

Any EFL *madrelingua* will tell you that the Italian classroom possesses a tremendous resource of untapped enthusiasm. When Italian students are having fun and learning something relevant to themselves, rather than some cold-mannered nation across the sea, they become unstoppable communicators and academic powerhouses. I've never known students more energised than those learning to make cocktails in the present simple, or those debating the benefits of EU membership with modal verbs of obligation. The very great pleasure of watching students excel themselves, enjoy themselves, learn double, and build a skill for life can be yours!

attraverso un equilibrio fra i processi di assimilazione e di accomodamento); **collaborativo** (il *learner* apprende in e attraverso: una comunità di apprendimento / *learning communities*, l'insegnamento reciproco / *reciprocal teaching* e il sostegno offerto dai docenti / *scaffolding & coaching*); **intenzionale** (il *learner* è motivato e coinvolto attivamente e pienamente nel perseguimento degli obiettivi cognitivi); **conversazionale** (il *learner* apprende coinvolgendo i propri processi sociali e in particolare quelli dialogico-argomentativi); **contestualizzato** (il *learner* svolge compiti di apprendimento che coincidono con i compiti significativi del mondo reale); **riflessivo** (il *learner*, anche attraverso tecnologie ipertestuali, apprende riflettendo sui processi svolti e sulle decisioni che hanno comportato). L'apprendimento CLIL, in altre parole, è un apprendimento processualmente complesso e **pluridimensionale** (dimensione linguistica, disciplinare e metacognitiva) che, non riducibile a schemi di rigida sequenzialità, consente al *learner* di costruire nuove conoscenze seguendo non una logica di accumulazione progressiva, ma una logica di scoperta e costruzione di significati. Coerentemente con la complessità dei processi attivati e nel contesto inevitabile di una progettazione educativa personalizzata, la crescita

linguistico-cognitiva attivata in ciascun *learner* non seguirà un andamento lineare, piuttosto ritmi discontinui, e procederà per picchi di densità di apprendimento e per temporanei declini.

PROPOSTA OPERATIVA

La seguente Unità di Apprendimento CLIL (v. pagine 10-11) è progettata per un gruppo classe di quarto anno di scuola superiore. La materia coinvolta è storia / cittadinanza e costituzione, con possibili collegamenti interdisciplinari a diritto, filosofia, francese.

A seconda della pianificazione oraria e del tipo di coinvolgimento / partecipazione del consiglio di classe, essa può essere svolta durante le ore disciplinari di storia o durante le ore di compresenza col docente di lingua inglese.

Il tempo previsto è di 2 / 4 ore.

L'UDA, che nasce da una co-progettazione del docente di disciplina e del docente di L2, è strutturata tenendo conto di: ambiti di apprendimento linguistico (educazione delle abilità linguistiche, riflessione sulla lingua, educazione storico-letteraria); operazioni cognitive basilari della conoscenza storica (organizzazione tematica, organizzazione spazio-temporale, rilevazione di mutamenti / permanenze, problematizzazione degli eventi); contenuti di apprendimento linguistico (domini lessicali, nozioni morfosintattiche, funzioni comunicative, testualità, pragmatica linguistica e varietà linguistiche); fasi di apprendimento di L2: comprensione-assimilazione e produzione.

Le **competenze** che si intendono



PUTTING CLIL INTO PRACTICE

A CLIL student doesn't read simple and inauthentic texts designed exclusively for language textbooks – they engage with real-life texts that are *above their typical level*. Students are more challenged by what they read and hear, but they become more active, more communicative, and much more interested!

There are a range of ways in which CLIL materials help to build up learning skills and structure students' understanding, allowing them to approach these tougher texts. There are also a few essential things that the CLIL teacher should do in the classroom.

1. Make sure your students feel confident.

When approaching difficult texts, students need to believe in their own intelligence. A student who thinks he is below the necessary level may fail to take the first step, and fade out of the activity. Don't let your students laugh at each other! Praise and encourage them for their achievements, and also when they need it. It also helps if you let students communicate freely, correcting major errors at your discretion rather than continually interrupting them. Accuracy is often taught at the expense of fluency, and confidence is essential to verbal communication.

2. Make sure your students cooperate with each other.

Student cooperation is a fantastic opportunity! If students can gather information from each other rather than depending on the teacher, they will speak more freely, practice more, and learn to independently evaluate the information they get. If you find your students assisting each other in the target language rather than asking you, congratulate yourself! You've done your job well.

3. Make it relevant.

CLIL emphasises the links between what students learn and their lives – if students can relate content to their ideas, hobbies, society, etc., they will remember and synthesise. If a student studying *the social contract* asks you why it is relevant to modern politics, don't dismiss him – encourage him, put the question to the class, and use it! If students have a little more control over what they learn, they are much more motivated.

sviluppare sono trasversali all'asse dei linguaggi e all'asse storico-sociale:

- Leggere, comprendere e interpretare un testo
- Comprendere il cambiamento (dimensione diacronica-sincronica)
- Utilizzare la L2 per scopi operativi e comunicativi
- Produrre testi in L2 in relazione a scopi operativi e comunicativi

Le **conoscenze** che gli alunni avranno modo di confermare, sviluppare e potenziare sono:

- Strutture essenziali di un testo
- Principali connettivi logici
- Tecniche di lettura
- Uso di dizionari
- Modalità, tecniche e fasi della produzione scritta
- Contesti storico-culturali e contenuti di *The United States Declaration of Independence; The Declaration of the Rights of Man and of the Citizen*

Le **abilità** sviluppate sono:

- Abilità di studio (*study skills*)

- Abilità di reperimento delle informazioni (*information skills*, utilizzare e gestire fonti di riferimento)
- Abilità progettuali (programmare / pianificare / fare uso delle risorse / cooperare / usare le preconoscenze)
- Abilità cooperative (svolgimento di attività socializzanti e di ricerca)
- Abilità di consultazione (*reference skills*)
- Abilità di autovalutazione (monitoraggio del lavoro in itinere)
- Abilità di analisi critica (*critical thinking*)
- Abilità di risoluzione di problemi

Proponiamo come *core* di questa UDA CLIL un testo di *reading comprehension* preceduto da alcune attività di *pre-reading*. Nella dimensione di apprendimento CLIL, il docente è un facilitatore; il suo approccio (aperto e flessibile) nei confronti dell'errore sarà determinante per sviluppare nell'alunno lo spirito di ricerca e la

voglia di scoprire. Ricordiamoci che l'America è stata scoperta per errore!

1. PRE-READING ACTIVITIES

Le attività di pre-reading rappresentano la fase delle pre-conoscenze; fase in cui gli studenti, lavorando in modo cooperativo e con l'aiuto del docente, contestualizzano i nuovi contenuti preparandosi a integrare le nuove conoscenze – lessicali e/o disciplinari – nella rete delle proprie conoscenze.

2. READING

Proponiamo poi al gruppo classe di leggere il testo cercando di desumere il significato delle parole nuove dal contesto. L'ideale sarebbe potere ascoltare il testo da un CD (pur non trattandosi di una *listening activity*), perché questo consentirebbe al docente di disciplinare di compensare i propri possibili errori di pronuncia e/o intonazione.

3. POST-READING ACTIVITIES

Dopo la fruizione del testo, proponiamo alla classe delle attività di *post-reading*, le prime delle quali finalizzate alla rielaborazione dei contenuti, al consolidamento / radicamento delle nuove conoscenze acquisite, al consolidamento delle strutture morfo-sintattiche della L2 e all'arricchimento lessicale. In questa fase gli studenti lavorano in gruppo, si confrontano e chiedono liberamente aiuto (al docente e fra di loro) sul piano linguistico e comunicativo. Gli errori vengono corretti e commentati e rappresentano dei momenti fondamentali dell'apprendimento cooperativo.

È importante che l'attività di *answering* (es. 1) venga svolta con un adeguato investimento di tempo e in modo collaborativo. Il docente, se ritiene, può chiedere agli alunni di svolgere l'attività in *pair-work* o fare scrivere alla lavagna le parole chiave o le risposte date. Questo può essere un ulteriore modo per orientare la classe alla sintesi, alla composizione scritta e alla rielaborazione conclusiva di una sintesi finale. Ricordiamo che il CLIL non è riservato agli alunni più preparati e quindi sarà cura del docente prestare attenzione agli equilibri relazionali e

alle compensazioni cognitive all'interno del gruppo classe. La **parafrasi** (es. 2) è un'attività linguistica spesso trascurata e non adeguatamente utilizzata nella pratica didattica. Richiede l'utilizzo di concetti, categorie interpretative e strategie di studio apprese in aula. Per gli studenti affetti da DSA se ne consiglia un uso minimo e orale. Dopo le attività più strettamente legate alla comprensione e all'assimilazione dei contenuti trasmessi dal testo, seguono attività più libere di espansione, approfondimento, rielaborazione personale, che mettano in gioco tutte e quattro le abilità.

Listening

Sarebbe sicuramente opportuno che un'UDA CLIL comprendesse anche un'attività di *listening*, possibilmente corredata da attività linguistiche e di comprensione.

Speaking

Qualora il docente titolare del (per)corso CLIL desiderasse condurre un'attività linguistica di *speaking*, l'argomento trattato si presterebbe allo svolgimento di attività comunicative più libere. Pur senza il vincolo formale della compresenza, il docente di lingua inglese (della classe) – qualora lo ritenesse opportuno – potrebbe rendersi disponibile e contribuire al percorso di apprendimento attivato facendo svolgere agli studenti delle attività integrative di produzione (guidata e libera).

Writing

Importante anche l'attività di scrittura, che porta lo studente all'elaborazione di un "prodotto" scritto che sintetizza le conoscenze acquisite e mette in gioco abilità e competenze trasversali alle discipline.

4. RESEARCH ACTIVITY

L'attività di ricerca non può mancare nel percorso CLIL e corrisponde alla competenza di cittadinanza "progettare" (l'allievo è in grado di applicare tecniche e logiche di progettazione per raggiungere obiettivi di studio, di ricerca e di risoluzione di problemi pratici e teorici riguardanti specifici ambiti di studio e ambiti di interesse trasversale). Al fine di rispondere al meglio a un modello di

apprendimento attivo, costruttivo, contestualizzato, riflessivo, conversazionale, intenzionale e collaborativo, le attività di ricerca potrebbero essere svolte in piccoli gruppi, possibilmente in assetto laboratoriale e con l'ausilio del computer.

Answer Key

- 1.1 a. T; b. T; c. F (They met in Philadelphia); d. F (Leadership, not dictatorship); e. T
- 1.2 a. 4; b. 10; c. 5; d. 9; e. 1; f. 8; g. 7; h. 2; i. 6; j. 3
- 1.3 French; change; unequal; un just; out-of-date; return to; natural; government; principles
- 2.2 The concept of contractualism began as a philosophy, and then manifested itself in the real world. Then, it became the text that represented the ideas of America's founders: *The United States Declaration of Independence* (1776).
- 2.3 a. subsequent; b. exception; c. to lay; d. property; e. witness

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TWO REVOLUTIONS,

1. PRE-READING ACTIVITIES

1. Are the following sentences true or false? Decide with your partner, and correct the false ones.

- a. There were two major revolutionary events in 17th century England: the Civil War, and the Glorious Revolution.
- b. The American War of Independence began on the 9th of April 1775, and by 1776 the British had already been forced to evacuate Boston.
- c. On the 4th of July 1776, the representatives of the thirteen colonies met in Washington and declared their independence.
- d. George Washington was the dictatorial ruler of America.
- e. The French Revolution, inspired by the democratic values of liberty, equality, and fraternity, developed into a bloody fight for power.

2. Working with your partner, match the following words to their definitions.

a. God-given (adj) ____	1. to save or to keep
b. basis (noun) ____	2. morally correct
c. equal (adj) ____	3. to remove or ban by law
d. to secure (v) ____	4. given by God
e. to preserve (v) ____	5. of the same status or value
f. to consent (v) ____	6. the specific type of ruling body and state apparatus that controls a country
g. the governed (n) ____	7. the people who are under the rule of a government (archaic)
h. just (adj) ____	8. to agree or permit
i. form of government (n) ____	9. to save or stabilize
j. to abolish (v) ____	10. the foundation of an idea or argument

3. Working in pairs, read the short text about the French Revolution below. Choose the correct word in each bold pair, and underline it.

In the opinion of the **French/German** revolutionaries, it was time to **change/keep** the social order, with all its **equal/unequal** laws, **unjust/just** privileges and **out-of-date/up-to-date** institutions.

They wanted to **return to/create** a simpler, more **natural/unnatural** social order and a system of **government/dictatorship** based on the **principles/laws** of 'liberté, égalité, fraternité'.

Declaration of Independence: July 4th 1776,
lithograph, hand colored

2. READING

1. Working in pairs, read the text and agree on a subtitle for paragraphs a-e.

Two Revolutions, Two Declarations

Subtitle:

a. Contractualism is a political philosophy based on the idea of a 'social contract', and it dictates that the state does not have God-given authority over the citizen: instead, the citizen allows the state to exist, in order to preserve the rights of the individual and the people. Its authentically revolutionary principles had already been applied during the two English revolutions of the seventeenth century, and were further developed throughout the subsequent decades in the works of Locke, Voltaire, and Rousseau. Its principles eventually came to form the ideological basis of the American and French revolutions. The journey of these ideas can be followed from thought to literature, literature to action, and finally to the text that embodied the spirit of America's founding fathers: the *United States Declaration of Independence* (1776).

Subtitle:

b. Its main author was Thomas Jefferson, a man personally devoted to the figure of John Locke. Jefferson considered him, the philosopher Francis Bacon, and the scientist Sir Isaac Newton, to be "the three greatest men that have ever lived, without any exception" (from a 1789 letter by Jefferson).

Subtitle:

c. The principles of Liberalism are engraved, as if in stone, in the best-known words of the *United States Declaration of Independence*:
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends,



TWO DECLARATIONS

it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness”.

Subtitle:

d. Thirteen years after the 1776 Declaration of Independence and 27 years after Rousseau’s Social Contract, the French Revolution produced a *Déclaration des Droits de l’Homme et du Citoyen* (*The Declaration of the Rights of Man and of the Citizen*, 1789), the first three articles of which read:

1. *Les hommes naissent et demeurent libres et égaux en droits. Les distinctions sociales ne peuvent être fondées que sur l’utilité commune.*

Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. *Le but de toute association politique est la conservation des droits naturels et imprescriptibles de l’homme. Ces droits sont la liberté, la propriété, la sûreté et la résistance à l’oppression.*

The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

3. *Le principe de toute souveraineté réside essentiellement dans la nation. Nul corps, nul individu ne peut exercer d’autorité qui n’en émane expressément.*

The principle of all sovereignty resides essentially in the nation. No body or individual may exercise any authority which does not proceed directly from the nation.

Subtitle:

e. Some of the key texts belonging to the history of human rights were penned by an inspired witness to a revolution, like Locke’s *Second Treatise of Government*. Others are the product of a visionary mind, like Rousseau’s *Social Contract*. Others, like the two declarations just discussed, were forged in the midst of the battle against oppression.

3. POST-READING ACTIVITIES

1. Answer the following questions.

- What is “contractualism”?
- What influence did contractualism have on the French Revolution?
- What are man’s inalienable rights, as written in the U.S. *Declaration of Independence*?
- According to the U.S. *Declaration of Independence*, why are governments formed, and who allows them to continue?
- In the *Declaration of the Rights of Man*, what is the purpose of political association?

f. According to the *Declaration of the Rights of Man*, where does authority come from?

2. How can you paraphrase the following paragraph? Change the words without changing their meaning. Use the text to help you!

The journey of these ideas can be followed from thought to literature, literature to action, and finally to the text that embodied the spirit of America’s founding fathers: the *United States Declaration of Independence* (1776).

3. Find five words in the text that match the following definitions.

- ... adjective (paragraph A): an event or person that follows another in time.
- ... noun (paragraph B): something that does not obey a general rule or statement.
- ... verb (paragraph C): to put down or to place.
- ... noun (paragraph D): something that you own, or something that belongs to you.
- ... noun (paragraph E): someone who saw an event, and can talk about it afterwards.

4. (SPEAKING + WRITING) Get into a group of five people. Together, you are going to write a ten-article constitution for a new society – one which is fair, just, and perfect!

- Each student writes two articles of the constitution.
- Read your articles to the other students. Decide together whether they need changing or not.
- When your articles are complete, place them in order of importance. Why are some more important than others?
- Write your constitution on paper, and compare it with the constitutions of other groups. If you see any interesting points, ask the group about them.
- Together, as a class, agree on one constitution for your country.

5. (WRITING) You are a journalist, and you have only five lines in which to write about the *United States Declaration of Independence* and the *Declaration of the Rights of Man and of the Citizen*. Explain their importance to your readers. Go!

4. RESEARCH ACTIVITY

Locke, Bacon, and Newton

Thomas Jefferson admired the three great thinkers above, but why did he admire them? In groups of six, split into teams and research these historical figures to find out what they achieved and why they were so admirable. Make notes as you research, and then give a short presentation in English to the others in your group. Together, decide which of the three you admire most. (Note: there are two famous people with the name Francis Bacon – make sure you research the right one!)

IMPLICATIONS, BENEFITS AND BEHAVIORS IN CLIL

AN AMERICAN EXPERIENCE

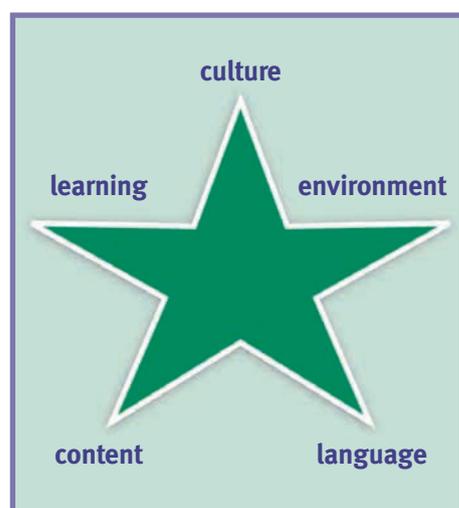
BY DIANE PINKLEY

CLIL: A Definition

In the last few years, there has been increasing interest in the instructional approach known as Content and Language Integrated Learning (CLIL). The acronym itself was first used by David Marsh, University of Jyväskylä, Finland, in 1994, and explained as follows: “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.”

CLIL: Dimensions and Focus

CLIL Compendium contributors (A. Maljers, D. Marsh, D. Coyle, A. K. Hartiala, B. Marsland, C. Pérez-Vidal, and D. Wolff), informed by a research-driven project with support from the Directorate-General for Education and Culture of the European Commission, identified several important dimensions that relate to core principles of this educational approach as it is practiced in Europe. The five dimensions are as follows: Each of these dimensions is to be considered in relation to three key



factors: the range of ages of the students, the social-linguistic environment, and the students' degree of contact with CLIL.

THE CULTURAL DIMENSION

- build intercultural knowledge and understanding
- develop intercultural communication skills
- learn about specific neighboring countries, regions, and/or minority groups
- introduce the wider cultural context

THE ENVIRONMENTAL DIMENSION

- prepare for internationalization (as in EU integration)
- access international certification
- enhance school profile

THE LANGUAGE DIMENSION

- improve overall target language competence
- develop oral communication skills
- deepen awareness of both the native language and the target language
- develop multilingual interests and attitudes
- introduce the target language

THE CONTENT DIMENSION

- provide opportunities to study content through different perspectives
- access subject-specific target language terminology
- prepare for future studies and/or working life

THE LEARNING DIMENSION

- complement individual learning strategies
- diversify methods and forms of classroom practice
- increase learner motivation

Student Benefits

Based on the dimensions outlined above, proponents of CLIL list several key benefits for students: increased motivation; meaningful use of English to reach immediate, real-life

goals; development of multicultural awareness; and preparation for future studies and work in a global context. In addition, as Berton (2008) states, “learners will develop linguistic and communicative competencies by using language as a tool in a natural and innovative way.”

Teaching Implications

Teachers from subject-area backgrounds and teachers from language backgrounds face different challenges in the CLIL classroom, particularly in the area of methodology. In the typical **subject-area classroom**, teachers are responsible for covering a large quantity of facts and information required by the school curriculum. Often, the most efficient delivery system involves a lot of lecture and explanation from the front of the class. Students may ask questions from time to time and answer questions from the teacher, but interaction is limited. Teachers usually do not have time to scaffold student learning through modeling, focused vocabulary work, visuals, writing frameworks, or graphic organizers.

In the **language classroom**, on the other hand, teachers make student interaction a priority through pair and group work and deliberately try to reduce their own “teacher talk” in order to provide maximum production opportunities for students. They sometimes focus on fluency of expression rather than on accuracy and see mistakes as a learning opportunity rather than as a lack of effort on the students' part to master material. They take the time to scaffold their students' learning in a variety of ways and provide as much context as possible to help students understand and use their English by supplying many opportunities for repetition and extended practice.

Another challenge for potential CLIL teachers centers on their own degree of familiarity and knowledge in two areas – school subjects and the English language. Subject-area teachers are confident in their command of facts and depth of knowledge, but they may feel their own English language skills aren't sufficiently developed to teach in the language, and they may have little understanding of second language acquisition or the types of activities that foster it. Language teachers understand how students acquire a second language, have realistic expectations about the length of time and the amount of practice needed, and draw on a repertoire of activities that encourage interaction. They may lack confidence, however, in their command of content areas such as history or science and how to teach them. Clearly, for best results, both sets of teachers will benefit from rethinking their usual practices to some degree in order to adjust to the specific requirements of the CLIL classroom.

CLIL: Effective Teaching Behaviors

According to de Graaff, Koopman, and Westhoff (2007), effective CLIL teachers attend to functional communication, form and meaning, and corrective feedback:

1. Teachers facilitate **exposure to lesson content** (input) at a level of challenge just beyond the learners' current abilities. They carefully select and adapt their texts in advance and provide needed scaffolding.
2. They facilitate **meaning-focused processing** through assignment of tasks that involve learners in constructing meaning, check for accuracy of meaning, and provide support and feedback if meaning has been insufficiently understood.
3. They facilitate **form-focused processing** by raising learners' awareness of certain language features and by employing implicit techniques such as clarification requests or recasts, or explicit techniques such as direct teacher correction or peer correction.
4. Teachers facilitate **student response** (output) by encouraging **peer interaction** in the target language, by asking for reactions, and by assigning written practice.

5. They facilitate the use of receptive and productive **compensation strategies** to solve problems with language, content, or communication.

Similarly, Coyle (1999) emphasizes the importance of teachers' inclusion of the following elements in CLIL lessons:

1. **Content** – teachers need to facilitate progression in knowledge, skills, and understanding related to specific curriculum targets.
2. **Communication** – teachers need to facilitate students' use of language for content while learning to use language.
3. **Cognition** – teachers need to develop students' thinking skills that link concept formation (abstract and concrete), comprehension, and language.
4. **Culture** – teachers need to provide exposure to alternative perspectives and shared understandings, thus deepening awareness of otherness and self.

A CLIL Lesson Framework

Darn (2006) outlines a four-stage framework for CLIL lessons:

1. **Processing the text** – the use of texts that include visuals and text structure markers such as headings, subheadings, and features such as bold or italic text for emphasis



2. **Identification and organization of knowledge** – the use of graphic organizers such as tree diagrams, timelines, flow charts, and tables

3. **Language identification** – the use of language features that help students to reproduce core content knowledge in their own words such as the language of comparison and contrast, cause and effect, and speculation; as well as features such as collocations, subject-specific vocabulary, and academic vocabulary

4. **Tasks for students** – the use of a variety of learner-appropriate tasks, both receptive and productive, such as those that follow.

CLIL-Appropriate Activities

Listening Tasks (receptive)	Speaking Tasks (productive)
1. listen and label a picture, map, diagram, chart	1. present information from a visual with the use of a language support handout
2. listen and fill in a table	2. work with a partner or group using information gap activities with a sheet of questions for support
3. listen and reorder information	3. class surveys using questionnaires
4. listen and identify locations, speakers, places	4. question loops—terms and definitions, halves of sentences, questions and answers
5. listen and fill in the blanks in a text (cloze)	5. “for and against” debates with language support
6. listen and label the stages of a process	
7. listen and follow instructions	
8. listen and take notes	



In addition to listening and speaking practice, students need meaningful activities that provide support for reading and writing about content in the target language, such as the following:

- **Anticipation guides:** six to eight short statements related to the content students will study, about which students write *A (agree)/D (disagree)* or *T (true)/F (false)* before reading (e.g. *An asteroid struck Earth and killed the dinosaurs.*).
- **Blind sequencing:** students in groups receive cards that each have one step or stage of a sequence or process; without looking at each other's cards, they orally negotiate what they believe the correct order

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is and lay their cards face down; then they turn over their cards to check the sequence, or read a text and then check their sequence [e.g. *the life cycle of a frog*].

- **Clustering in context:** students see a passage with key words blanked out and call out words they think might fit the context; the teacher writes their words on the board in a circle around an empty central space; finally the proper word is written in the center [e.g. *description and function of the abacus*].
- **DR-TA (Directed Reading-Thinking Activity):** using a transparency with a title and part of a text at a time, the teacher elicits predictions about the text; students silently read the uncovered portion of the text to confirm their predictions [e.g. *Aesop's fables*].
- **Expository paragraph frames:** a partial paragraph writing guides for students to complete, based on specific content and the text structure/genre used, such as cause & effect, classification, description, exemplification, or process description [e.g. *the reasons why some animals are endangered and may die out*].
- **Graphic organizers:** students may use different types for during-reading and after-reading activities to organize information in the text; students may use other types for prewriting activities to organize ideas for writing [e.g. *solar eclipses*].
- **Jigsaw:** each member of a group (A, B, C, D) is assigned one part of a learning task; class members from other groups get together to study, extend their knowledge, and rehearse (all student As together, all student Bs, all student Cs, all student Ds); original groups of A, B, C, D reunite; each "expert" teaches his/her part of the information to the rest of the group; the learning picture is complete after all members have shared their portions; students may then take a group quiz to test their knowledge and understanding or write a summary of the full content shared and learned [e.g. *the Aztec civilization*].
- **KWHL** (what I Know, what I Want to know, How I can find out, what I Learned): students fill in the first three parts of a chart before reading a text; students summarize what they learned in the chart after reading [e.g. *formation and types of earthquakes*].
- **Think-Pair-Share:** the teacher asks a question, allows individual students to think about it for a few minutes, and then has students form pairs and share their ideas [e.g. *ways to protect the environment*].

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A Teacher's Edition Sample CLIL Science Lesson: Magnification

(a 50-minute lesson for 28 second-grade native Spanish speakers)

SCIENCE CONTENT OBJECTIVES

- to understand magnification and distortion
- to describe properties of mirrors and water
- to understand the role of light in magnification and distortion

SCIENCE PROCESS SKILLS

- to compare and contrast properties of mirrors and water
- to develop a hypothesis
- to observe an experiment to see if water can act like a fun house mirror
- to describe a sequence of events
- to determine cause and effect
- to take notes and record data

LANGUAGE OBJECTIVES

- to ask and answer questions
- to use content-related and scientific vocabulary
- to use the language of speculation and cause & effect

LEARNING STRATEGIES

- to access prior knowledge
- to ask for clarification
- to predict
- to collaborate cooperatively
- to draw conclusions

1. The teacher begins by reminding students of a rhyming poem they read yesterday about a trip to the Fun House and the different mirrors there. She holds up illustrations and repeats the poem as students listen. Then she has them repeat the poem with her as she points to the corresponding pictures. She asks questions about the mirrors:

How many mirrors are in the Fun House? Are they all the same? How are they different? What effect do the mirrors have?

The class discusses the poem, illustrations, and answers questions.

2. The teacher passes around a large, shiny metal spoon. Students look at their reflections in the back of the spoon. The teacher encourages the children to say how the spoon is like the Fun House mirrors in the poem: the children's reflections are distorted, just like the reflections in the mirrors.

3. Next, the teacher poses the research question: *Can water act like a fun house mirror? If so, why?* She has the children gather around as she conducts an experiment. A page from a newspaper is covered in transparent plastic. She carefully drops ONE large drop of water in the center of the clear plastic. (The curved drop acts as a lens.)

4. Holding the drop of water on the plastic about an inch or so above the newspaper, she invites the children to look down through it. What do they think they will see? What do they see?

5. The teacher allows students to experiment with single drops of water of different sizes held at different distances from the newspaper. What do they observe? How does the text change each time? Students report their observations in small groups.

6. Next, the teacher holds up a clear fishbowl full of water. She invites the children to predict what will happen when a student holds the fishbowl in front of his face. The students call out their predictions and then they watch as the student holds the fishbowl in front of his face. The teacher asks if the boy's face is bigger or smaller, and explains that the water has magnified and distorted his face. All the students take turns holding the fishbowl up to their faces and describing the results.

7. Last, the teacher puts the fishbowl about half full of water on the desk and puts a stick at an angle into the water. Students look down into the bowl. The teacher asks if the stick looks different, and if so, how and why. Students in pairs work out their ideas and then share them with other pairs.

8. The teacher writes any of their ideas that have relevance on the board, and then explains, using gestures and board drawings to scaffold her explanation: *As light enters the water, it slows down. If the surface of the water is curved, it bends the light in a new direction. The curve of the water sends the light outwards, and as it gets bigger, it causes magnification.* Students listen to the explanation again, repeating the key ideas out loud. Then they retell what happened in pairs, and finally, write a summary report using sentence frames the teacher writes on the board.

9. For reinforcement and family involvement, the teacher assigns replication of the experiment with a spoon and a glass of water at home, followed by a written report. Through content-rich instruction such as the science lesson above, students learn and use language in an immediate and meaningful way. The target language is the vehicle through which they meet social and academic needs, employ learning strategies and critical thinking skills, and expand and display their knowledge of curricular content.

VOCABULARY

act like	distort	newspaper	smaller
bend	distortion	outwards	spoon
big	drop	plastic	step(s)
bigger	enter	procedure	stick
cause	experiment	reflect surface	tall
change	fishbowl	report	text
clear	fun house	short	water
curve(d)	light	size	
direction	magnification	slow down	
distance	mirror	small	



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